

KS4

LET'S TALK FUTURES!



Do Together Tasks

A series of tasks, activities and resources that Y10 and Y11 parents can explore with their children to support positive career conversations at home



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Introduction

Did you know, as parents / carers you are the biggest influencer of your child's future career choice?

Perhaps it is not surprising that your child will turn to you for advice and guidance as they begin to navigate their next steps and the important study and work decisions they will make in the near future, including the pathway they will choose - sixth form or college, university or apprenticeship, employment or training.

Sometimes it can be challenging to know how best to support your child with their career choices and where to get the most up to date and reliable information so that you can be confident in the discussion you are having. We know that this can be daunting. Please remember there are dedicated people in school who you can talk to. Every school has a Careers Leader who can be contacted at any time and their name and contact details are on the careers section of your school website.

In addition to that support, the resources in this booklet have been created by career leaders and careers advisers (and we have included a copy of some resources provided by our friends at 'The Parents Guide To' as well). All of the resources are designed to be used by parents with their child at home. You may also wish to take a look at the Year 7-9 booklet and the Year 12-13 booklet, as those activities may also be helpful. No activity should take longer than 20 minutes and tasks can be completed over any time period and in any order you choose. Whilst we recommend that you do eventually complete all of the tasks, there is no requirement to do so - you can choose what is most important or useful to you. Some tasks purely require conversation, some use a pen and paper and for others it would be useful to be able to access the internet. The important thing is not so much the activity itself, but the discussion that takes place between you and your child.

Ryan Gibson

Head of Careers Education at AET



Qualification levels overview

Our friends at 'The Parents Guide To' have produced this helpful diagram showing a summary of the different qualification levels available in England.

Level	Qualification / educational route				
8	Doctorate (PhD)			NVQ 8	
7	Masters degree (MA)			Degree apprenticeship / NVQ 5, 6, 7	
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc		Higher National Diploma (HND)		
4			Higher National Certificate (HNC)	Higher apprenticeship / NVQ 4	
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4- 9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1- 3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route		Applied / work route

8 steps to help your child plan their future

With our friends at MyTutor we have created the following top tips for parents when beginning to help your child plan their future. It is important not to decide their future for them but to engage in lots of positive career conversations and to try to reach a consensus together.

- 1 Sit down with your child and discuss their skills and interests.**
What do they enjoy? What are they good at? What are their favourite subjects at school? What things do they really dislike?
- 2 Encourage your child to explore different job sectors and job roles.**
Get them to note down any that interest them. Ask your child to talk you through the different job roles and explain to you why they like them and what appeals.
- 3 Encourage your child to start to think about their values, interests and strengths.**
What makes them excited? What are they passionate about? How could these interests be applied to the world of work?
- 4 Explore the different progression routes into jobs and the skills and the qualifications needed.**
Ensure that your child understands university, college, sixth form, apprenticeship and degree apprenticeship pathways and together discuss the pros and cons of each. Which pathway is the most appropriate for you?
- 5 Ask your child to talk to the Careers Adviser linked to their school.**
If you are not sure who this is, the contact details of every Careers Leader for a school is published on the school website. As a parent you can also request a conversation with the qualified careers adviser.
- 6 Agree a plan of next steps, including researching the most appropriate provider, course and qualification.**
Put in place a clear progression plan of what your child will do to turn aspiration into reality and what you will do to support them.
- 7 Support your child to gain experience.**
Encourage your child and support them to visit colleges, sixth forms, training providers, universities and employers to get a sense of whether they could thrive in that particular learning or work environment. Often the impression some children have of a particular thing can be very different to the reality.
- 8 Have a credible 'plan B'.**
If things do not work out, ensure that there is a clear back up plan in place that your child is equally positive about pursuing.

MAKING CHOICES - HOLIDAYS IN THE SUN

Purpose:

When making important decisions it is important to understand our own preferences, interests and personality. It is also important to fully research all of the options available so that we can relate this information back to our own preferences. In this task we are going to think about the process of making a decision, how we change our minds as we uncover more information and how we arrive at the best decision for us as individuals. We are going to do this using the theme of choosing a holiday. Later, we'll apply this process to exploring future study options.

What do I need for this task

Pen / Pencil

Paper

When we choose a holiday we think about many different things - cost, value for money, how will we get there, what do we like doing, how do we like to travel, what is the weather like etc. Once we have an idea in mind we then start to look in brochures, browse the internet, talk to family or friends who may have been before, visit websites and read reviews on platforms like Tripadvisor. Once we have all of this information, we collate it all together and make the choice that is best for us. This choice might be different to the choices that our friends make - but that's ok because if we like a beach holiday then we would hate to end up in a ski resort!

Use the instructions below and the information on the next page to work through the different questions. At least one parent and one child should complete this individually but at the same time, ideally with another person reading out the information at each stage. After each question, each person must write down where they have chosen and why they have (or have not) changed their mind based on their previous answer and the information they have received so far.

1. Read out each question, one round at a time.
2. Complete the answer template - one for a parent, one for a child
3. Answer the reflection questions after each round.
4. Share your answers at the end of each round and discuss your thinking.
5. Share your final reflections at the end and consider how you can apply this to thinking about your options after Year 11.



ROUND 1 - Where would you choose to go?

Caribbean
Greece
Kenya
Skegness

Write down your answer and your reason why

-

ROUND 2 - Where would you choose to go now that you have information about cost?

Caribbean
 Will cost you £6000

Greece
 Will cost you £900

Kenya
 Will cost you £2000

Skegness
 Will cost you £500

Write down your answer now.

-

Has it stayed the same or changed?

-

Write down your reason why.

ROUND 3 - Where would you choose to go now that you have information about travel (and the previous information about cost)?

Caribbean
 Will take you 7 days on a boat

Greece
 Will take you 48 hours on a coach

Kenya
 Will take you 7 hours on an aeroplane

Skegness
 Will take you 3 hours in your car

Write down your answer now.

-

Has it stayed the same or changed?

-

Write down your reason why.

ROUND 4 - Where would you choose to go now that you have information about activities (and the previous information about cost and travel)?

Caribbean

Is a cruise - but you have to stay on the boat

Greece

Is a sightseeing holiday - a coach tour of ancient sites arranged by the historical society

Kenya

Is a working holiday - volunteering with a local farmer for 6 hours everyday

Skegness

Includes swimming, cycling and lots of other outdoor activities

Write down your answer now.

-

Has it stayed the same or changed?

-

Write down your reason why.

ROUND 5 - Where would you choose to go now that you have information about accommodation (and the previous information about cost, travel and activities)?

Caribbean

The Caribbean cruise involves sleeping in an inside cabin on the ship, the room has no windows.

Greece

You will stay in a traditional bed and breakfast in a local village

Kenya

You will stay in a local youth hostel

Skegness

You will stay in a top of the range caravan and breakfast, lunch and evening meals at the on-site restaurant are included.

Write down your answer now.

-

Has it stayed the same or changed?

-

Write down your reason why.



ROUND 6 - Where would you choose to go now that you have information about weather (and the previous information about cost, travel, activities and accommodation)?

Caribbean

The Caribbean cruise is during hurricane season!

Greece

Is at the height of summer with average temperatures above 40 degrees Celsius

Kenya

Is during the rainy season

Skegness

Is during the summer!

Write down your answer now.

-

Has it stayed the same or changed?

-

Write down your reason why.

ROUND 7 - Final Reflection Questions

1. Where was your final destination choice?
2. Was this different from / the same as your initial choice?
3. Did your destination change as you gained more information? How many times? Why do you think this was?
4. How do you think this exercise might be useful when choosing what you want to do after Year 11?

- 1.
- 2.
- 3.
- 4.

THE IMPORTANT THING IS TO RESEARCH ALL OF YOUR OPTIONS FULLY, RELATE THAT INFORMATION TO YOU AS A PERSON (AND AS A LEARNER) AND THEN MAKE THE DECISION THAT IS BEST FOR YOU AND YOUR AMBITIONS



WHAT DO I NEED TO KNOW - CONSTRUCTING QUESTIONS TOGETHER

Purpose:

There are lots of factors to consider when planning post 16 options. Sometimes we do not know what we do not know and information can be either hard to find or there can be so much information it can be overwhelming. This activity encourages parents and children to consider what they already know in relation to next steps and post 16 options and then helps to identify key questions that you want to ask.

What do I need for this task

- Pen / Pencil
- Paper
- A device with internet access

As a parent and as a child you are going to

1. Complete a short survey of 16 questions (on the page opposite). You should use two copies of this sheet, complete them at the same time, but complete them individually.
2. Once you have completed the survey, discuss your answers.
3. Look at the areas of the survey where you both feel you did not know the answer. Use these to create a set of questions that you wish to find the answers to.
4. Populate the diagram with questions you want to know the answers to.
5. Use the website below to begin to find out the answers.
 - **Get The Jump** - <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices> - to explore different qualification and progression routes
 - **Amazing Apprenticeships** - <https://amazingapprenticeships.com/> - information about apprenticeships, what they are, what you do and how to apply
 - **UCAS** - <https://www.ucas.com/> - information about universities, university courses, entry requirements and the application process
 - **National Careers Service** - <https://nationalcareers.service.gov.uk/explore-careers> - to explore jobs, job sectors, progression routes. Skills and qualifications needed
6. Please also look at the careers section of your school website and contact you school Careers Leader, who will be able to help answer your questions (contact details for the careers leader are on your school website).



Identifying what we know and what we still need to find out

Answer each of the qualifications below and RAG rate them based on your level of confidence and understanding

Red,
Amber or Green

Qualifications

Do you understand the different levels of qualifications that are available - for example the difference between a level 1, level 2 and a level 3 qualification?

Do you know what an A-level is and how it is assessed?

Do you know what a T-level is and how it is assessed?

Do you know what a BTEC is and how it is assessed?

Do you know what an NVQ is and how it is assessed?

Do you know what a Traineeship is and what is involved?

Where to study Post 16

Do you know where your local sixth forms are, what courses they offer and their entry requirements?

Do you know where your local further education colleges are, what courses they offer and their entry requirements?

Do you know where to find out about your current schools sixth form (if it has one)?

Do you know where to find information about open evenings in other local sixth forms and colleges?

Do you know where to find out about apprenticeship vacancies that exist locally to you?

Answer each of the qualifications below and RAG rate them based on your level of confidence and understanding	Red, Amber or Green
Post 18 Options	
Do you know where to find out information about different universities, the courses they offer and the entry requirements for those courses?	
Do you know about higher and degree apprenticeships and their typical entry requirements?	
Do you know where you can research information about different jobs and job sectors and the different progression routes into these?	
Who can help?	
Do you know who the Careers Leader is in your school and how to contact them?	
Did you know that the National Careers Service have Careers Advisers that you can contact by telephone, text or email for advice free of charge?	


Questions we need to find the answers to

Using your ratings from the survey (red, amber, green) consider some key questions that you would like to know the answers to.

Create 3 thought shower templates across two pages covering the following:

1. Post 16 Options - Qualifications and Subjects
2. Post 16 Options - Places of Study and Entry Requirements
3. Post 18 Options - What do I need to know about post 18 study / work options that may influence what I choose to study after year 11?



<h1>START</h1> <p>Begin by rolling the dice</p>	<p>What's a hobby or skill that you would love to learn one day and what's holding you back from starting?</p>	<p>TIME TRAVEL If you could travel back in time two years and visit your younger self, what advice would you give?</p>	<p>Other than taking A levels, what other options are there for a 16 year old about to finish their GCSEs?</p>	<p>REFLECT What five words best describe you this week.</p>	<p>Can you think of a job that doesn't exist today, but might in the future?</p>	<p>Explain how you might deal with nerves (or 'butterflies') before an important exam, interview or presentation.</p>	<p>Roll Again!</p> 	<p>What is an extra curricular activity? What extra curricular activities do you take- and what does this say about you?</p>	<h2>CAREER'S OFFICE</h2> <p>Grab a drink or a small snack and get comfortable. What questions do you have for me today?</p>
<p>What is your greatest strength and give me some examples.</p>	<p>LET'S GET TALKING 2021-2022 edition Suitable for children aged 14-16 years old</p> <p>www.theparentsguideto.co.uk</p> 								<p>Talk about a time in your life you found challenging or difficult. How did you deal with it?</p>
<p>If you had enough money that you never had to work again, what would you do with your life?</p>	<p>What is the hardest or most difficult job in the world and why?</p>	<p>What brings you the most joy and happiness?</p>	<p>What did you do/develop during lockdown that can be described as a positive?</p>	<p>Supposing you became famous, what would you want to be famous for?</p>	<p>When do you feel a teen becomes an adult? Why?</p>	<p>Is salary an important consideration when choosing a career?</p>	<p>What is your favourite and least favourite thing about school and why?</p>	<p>What's your favourite school subject? Is your answer obvious based on the things you choose to do outside of the classroom?</p>	<p>What do your GCSE subject choices say about you?</p>
<h2>HEAD'S OFFICE</h2> <p>Sell yourself! You have sixty seconds to tell the Headteacher why you are a great student. If you 'umm' or 'errr' you must start again!</p>	<p>Do you think it's better to be exceptional in one thing, or good at many things?</p>	<p>What do you think are your weaknesses and what are you doing to try and improve yourself?</p>	<p>SKILLS Choose a school subject you are studying and identify three transferable skills you are developing.</p>	<p>What's your dream job and are there any barriers preventing you from trying to make it a reality?</p>	<p>FREEZE! What does your body language say about you right now? Why is it important to be aware of your own body language?</p> 	<p>What motivates you or encourages you to work harder?</p>	<p>Jump ahead two spaces</p>	<p>Would you rather be a boss of a business or an employee and why?</p>	<p>Do you have any examples? Roll the die and match it to the number below, then talk about a time in your life when you used that skill: 1. Teamwork 2. Problem-solving 3. Time management 4. Self motivation 5. Decision-making 6. Creativity</p>

WORKING BACKWARDS FROM SUCCESS

Purpose:

Sometimes life is easier looking backwards from the finish line, especially if you are unsure of the process from where you are now. This research activity will help you to gain the knowledge you need in general and specific to your plans.

What do I need for this task

A device with internet access.

We are thinking about University study here, but you could apply this to apprenticeships just as easily.

Chat together and consider a route that is either a certain goal or a strong maybe.

Eg. I want to study Psychology in Newcastle.

Go to **www.ucas.com** and hit the search function.

At this stage we are looking at Undergraduate courses (your first degree) but you can also look at the information around postgraduate study that you would do after.

If I know I definitely want to study a certain course in a certain University I can look at their entry requirements and know what is required of me between Y11-Y13.

For Psychology at the University of Newcastle I would discover that I need at least grade 6 in Maths and Science GCSEs, as well as A level grades of AAB ideally including two sciences.

This forward (or backwards) planning will help you avoid any unforeseen problems and make sure that you select the right options when finishing Y11.

If I wanted to go a step further, I could look at **www.prospects.ac.uk** and see what degree I might need to work in a certain job and work backwards further.

Over to you, have a look at ...

- A subject at different Universities and the possible range of entry requirements.
- Foundation year degrees if you are worried about grades.
- Sandwich courses with industry placement.
- Postgraduate options that follow on from your degree.





Working Backwards from Success - University Research Template

Visit www.ucas.com and use the search facility to search by subject. Perhaps compare different courses or the same course at different universities. Use the template below to help you:

Subject	
Course Title	
University	
Course Code	
Qualification	
Entry Requirements	
Course Summary Notes	
Assessment Method Notes	
Things I still need to find out about	

EARN WHILE YOU LEARN

Purpose:

Academic study at University might not be for everyone. It's good to consider the other options that don't involve A levels and a university degree.

What do I need for this task

- A device with internet access.

APPRENTICESHIPS

Questions to discuss - Ask each other if the future might involve stepping out of academic study at age 16 or aged 18+

What does 'apprenticeship' bring to mind?

- Did a parent/grandparent do one?
- Are they limited to certain jobs?
- Have you heard of 'Degree apprenticeships'?
- What kind of grades might you need to access one?

Go to www.amazingapprenticeships.com and have a look at their resources section. There are LOADS of videos where you can hear from real people who have worked as an apprentice in different industries.

Other websites to look at are www.notgoingtouni.co.uk - which will give other ideas that don't include post-18 study.

Backwards planning - again, have a look at live vacancies for apprenticeships on www.gov.uk/apply-apprenticeship. This will give you a great idea of what is required for a role, the grades required, what kind of thing is available in your area etc.

APPRENTICESHIPS ARE NOT...

- JUST FOR TRADES
- AN EASY OPTION
- A FAILURE
- ALL ABOUT MONEY





Earn While you Learn - Thinking about Apprenticeships

Watch two videos about apprenticeships on www.amazingapprenticeships.com. Now try to answer these three questions together

What is an apprenticeship?	
What does an apprentice do?	
What skills do I need to be a successful apprentice?	

Take a look at live vacancies for apprenticeships on www.gov.uk/apply-apprenticeship. Use the 'search' facility to explore these together. Choose one that interests you and find the following information:

Title of Apprenticeship	
Employer	
Level of Apprenticeship	
Duration of Apprenticeship	
Salary / Wage	
Working Week	
Qualifications required	
Desired Skills and Qualities	
What you will be doing as an apprentice Training Provider	

THINGS TO ACTUALLY 'DO' TOGETHER

Purpose:

There is a lot of information out there and a lot of experiences that will help convince you YES or NO in relation to your possible plans. This task is about getting out there and building those experiences.

What do I need for this task

- Time
- Planning information
- Ability to travel

"TRY BEFORE YOU BUY"
 "TRUST YOUR GUT"
 "MEH!"

Sometimes we know something in our heart and that cuts through the knowledge we might have in our head. It is so important to get a feel for a place.

All sixth forms and colleges will have open days (often in term one of Y11), which students and family can attend together. Also - use this to plan your journey, to find the bus stop, to check out the local cafe or shops. If you miss these dates, you can always contact them to arrange an informal tour and chat.

It's so important to get a feel for a place.

Look at their website, do your research, have questions to ask at the open day but...

It's so important to get a feel for a place.

Ask yourself three questions

- Will I be happy here (for 2-3 years)?
- Will I do well here?
- Does it offer the right courses for my future?

In Y11 attend as many open days as you can.

In Y12 start attending University open days, with the same idea.

Students and parents will have different questions and concerns, always try to discuss before, during and after the open event - bounce your thoughts and feelings off each other.

Not as interested in an academic pathway? - that's fine! - contact employers, ask if you can have a chat on the phone, ask if you can visit the company for a tour, ask if you can shadow a worker for a day. Once you have the knowledge in your head and the assurance in your heart - you will be unstoppable.





| Be unusually brave | Discover what's possible | Push the limits | Be big-hearted |

LET'S TALK FUTURES!



www.AETSchools.org